

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

School Results

School: Sanford Jr High School

District: Sanford School Department

Code: 1148-1382



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Grade Level Summary Report

School: Sanford Jr High School
 District: Sanford School Department
 State: Maine
 Code: 1148-1382

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	248			250			14,085			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	237	238	235	238	239	236	13,745	13,743	13,696	96	96	95	95	96	94	98	98	97
With an approved accommodation	25	26	23	25	26	23	2,196	2,203	2,078	11	11	10	11	11	10	16	16	15
Current LEP Students	7	8	7	7	8	7	353	360	352	3	3	3	3	3	3	3	3	3
With an approved accommodation	1	2	1	1	2	1	130	136	132	14	25	14	14	25	14	37	38	38
IEP Students	39	39	37	40	40	38	2,147	2,146	2,131	16	16	16	17	17	16	16	16	16
With an approved accommodation	25	25	23	25	25	23	1,745	1,753	1,676	64	64	62	63	63	61	81	82	79
Students not tested in NECAP	11	10	13	12	11	14	340	342	389	4	4	5	5	4	6	2	2	3
State Approved	8	8	8	9	9	9	244	239	243	73	80	62	75	82	64	72	70	62
Alternate Assessment	6	6	6	7	7	7	204	200	202	75	75	75	78	78	78	84	84	83
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	2	2	2	2	2	2	37	39	38	25	25	25	22	22	22	15	16	16
Other	3	2	5	3	2	5	96	103	146	27	20	38	25	18	36	28	30	38

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	248	8	3	237	21	9	141	59	61	26	14	6	845	238	9	60	26	6	845	13,745	19	57	17	6	848
MATH	248	8	2	238	24	10	106	45	52	22	56	24	840	239	10	44	22	24	840	13,743	16	45	19	20	842
WRITING	248	8	5	235	16	7	92	39	90	38	37	16	838	236	7	39	38	16	838	13,696	12	46	31	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Reading Results

School: Sanford Jr High School
 District: Sanford School Department
 State: Maine
 Code: 1148-1382

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

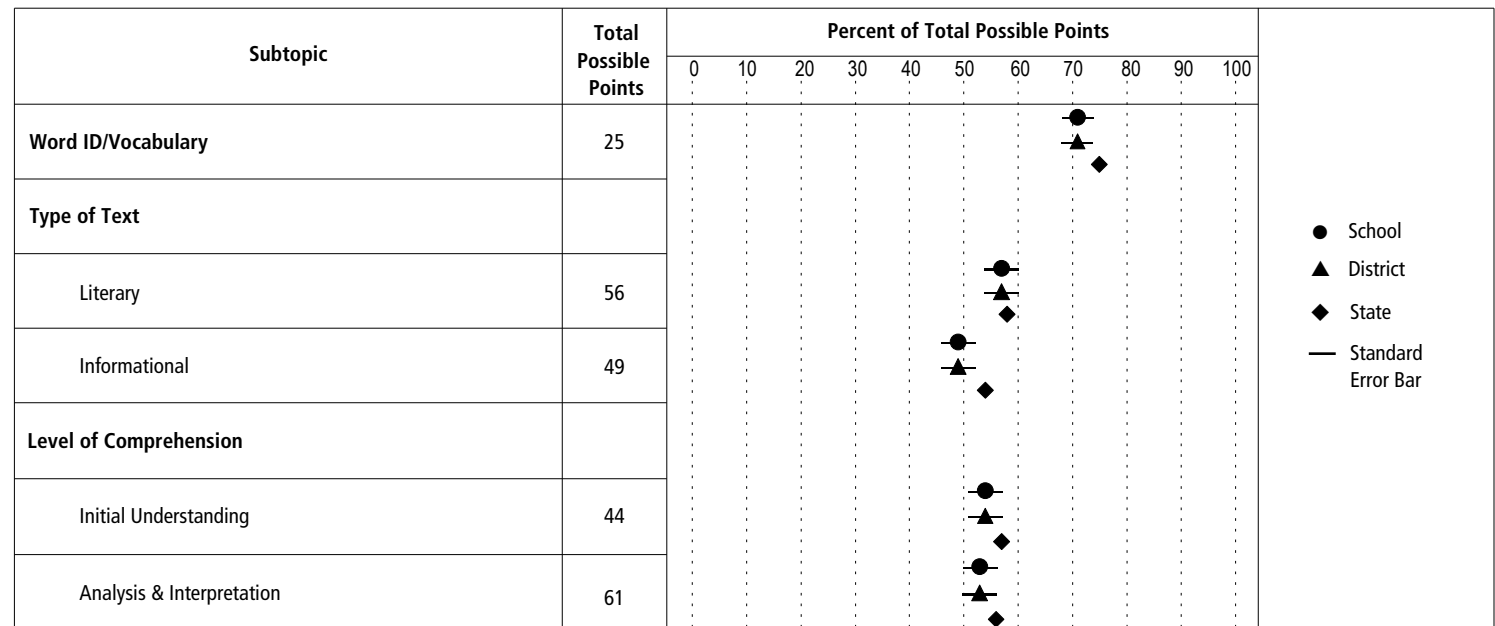
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	216	6	2	208	15	7	120	58	52	25	21	10	843
2011-12	234	7	1	226	19	8	138	61	50	22	19	8	844
2012-13	248	8	3	237	21	9	141	59	61	26	14	6	845
Cumulative Total	698	21	6	671	55	8	399	59	163	24	54	8	844
District													
2010-11	216	6	2	208	15	7	120	58	52	25	21	10	843
2011-12	234	7	1	226	19	8	138	61	50	22	19	8	844
2012-13	250	9	3	238	21	9	142	60	61	26	14	6	845
Cumulative Total	700	22	6	672	55	8	400	60	163	24	54	8	844
State													
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
2012-13	14,085	244	96	13,745	2,653	19	7,877	57	2,380	17	835	6	848
Cumulative Total	42,850	758	358	41,734	7,927	19	23,524	56	7,856	19	2,427	6	848





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Reading Results

School: Sanford Jr High School
 District: Sanford School Department
 State: Maine
 Code: 1148-1382

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	248	8	3	237	21	9	141	59	61	26	14	6	845	238	9	60	26	6	845	13,745	19	57	17	6	848
Gender																									
Male	132	6	2	124	5	4	65	52	44	35	10	8	842	125	4	53	35	8	842	7,099	14	58	20	8	846
Female	116	2	1	113	16	14	76	67	17	15	4	4	848	113	14	67	15	4	848	6,646	25	57	14	4	851
Not Reported	0	0	0	0									0						0						
Race/Ethnicity																									
Hispanic or Latino	3	0	1	2									2						204	10	63	21	6	846	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						115	3	64	24	8	843	
Asian	11	0	0	11	2	18	6	55	3	27	0	0	849	11	18	55	27	0	849	195	32	49	14	5	852
Black or African American	3	0	0	3									3						384	8	45	26	21	840	
Native Hawaiian or Pacific Islander	0	0	0	0									0						7						
White	226	8	2	216	19	9	128	59	55	25	14	6	845	217	9	59	25	6	845	12,632	20	58	17	6	849
Two or more races	5	0	0	5									5						208	16	60	18	6	848	
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	8	0	1	7									7						353	4	43	32	21	838	
Former LEP student - monitoring year 1	0	0	0	0									0						9						
Former LEP student - monitoring year 2	1	0	0	1									1						44	34	64	2	0	856	
All Other Students	239	8	2	229	21	9	137	60	57	25	14	6	845	230	9	60	25	6	845	13,339	20	58	17	6	849
IEP																									
Students with an IEP	46	6	1	39	0	0	11	28	20	51	8	21	834	40	0	30	50	20	834	2,147	2	31	42	26	835
All Other Students	202	2	2	198	21	11	130	66	41	21	6	3	847	198	11	66	21	3	847	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students	167	5	2	160	4	3	94	59	50	31	12	8	842	160	3	59	31	8	842	6,590	10	57	24	10	844
All Other Students	81	3	1	77	17	22	47	61	11	14	2	3	851	78	22	62	14	3	850	7,155	28	58	11	3	852
Migrant																									
Migrant Students	0	0	0	0									0						4						
All Other Students	248	8	3	237	21	9	141	59	61	26	14	6	845	238	9	60	26	6	845	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services	1	0	0	1									1						1,781	11	54	27	8	845	
All Other Students	247	8	3	236	21	9	140	59	61	26	14	6	845	237	9	59	26	6	845	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan	9	0	0	9									9						515	13	61	21	5	847	
All Other Students	239	8	3	228	21	9	134	59	60	26	13	6	845	229	9	59	26	6	845	13,230	20	57	17	6	849

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Mathematics Results

School: Sanford Jr High School
 District: Sanford School Department
 State: Maine
 Code: 1148-1382

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

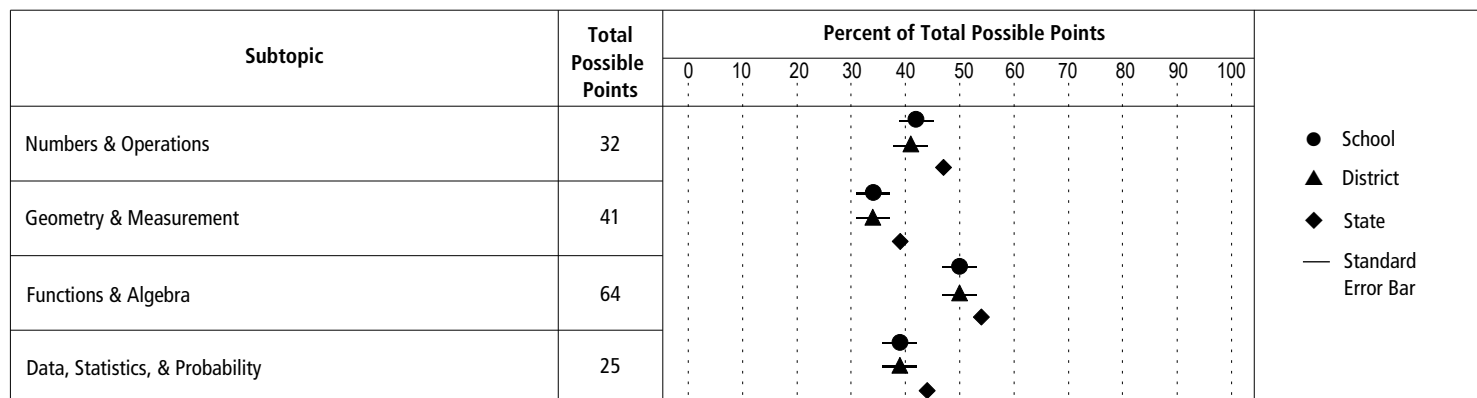
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	216	6	2	208	18	9	91	44	48	23	51	25	840
2011-12	234	7	1	226	18	8	96	42	54	24	58	26	840
2012-13	248	8	2	238	24	10	106	45	52	22	56	24	840
Cumulative Total	698	21	5	672	60	9	293	44	154	23	165	25	840
District													
2010-11	216	6	2	208	18	9	91	44	48	23	51	25	840
2011-12	234	7	1	226	18	8	96	42	54	24	58	26	840
2012-13	250	9	2	239	24	10	106	44	52	22	57	24	840
Cumulative Total	700	22	5	673	60	9	293	44	154	23	166	25	840
State													
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
2012-13	14,085	239	103	13,743	2,174	16	6,209	45	2,635	19	2,725	20	842
Cumulative Total	42,850	720	391	41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Mathematics Results

School: Sanford Jr High School
 District: Sanford School Department
 State: Maine
 Code: 1148-1382

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	248	8	2	238	24	10	106	45	52	22	56	24	840	239	10	44	22	24	840	13,743	16	45	19	20	842
Gender																									
Male	132	6	2	124	11	9	52	42	31	25	30	24	839	125	9	42	25	25	839	7,095	16	44	20	21	842
Female	116	2	0	114	13	11	54	47	21	18	26	23	841	114	11	47	18	23	841	6,648	16	46	19	19	842
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						206	10	50	15	26	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						114	5	42	27	25	838
Asian	11	0	0	11	3	27	6	55	2	18	0	0	847	11	27	55	18	0	847	195	28	43	15	15	845
Black or African American	3	0	0	3										3						389	4	28	20	48	833
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	226	8	2	216	20	9	95	44	48	22	53	25	840	217	9	44	22	25	839	12,626	16	46	19	19	842
Two or more races	5	0	0	5										5						206	13	49	19	20	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	8	0	0	8										8						360	3	25	21	51	832
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	1	0	0	1										1						44	16	70	11	2	846
All Other Students	239	8	2	229	23	10	101	44	50	22	55	24	840	230	10	44	22	24	840	13,330	16	46	19	19	842
IEP																									
Students with an IEP	46	6	1	39	1	3	3	8	6	15	29	74	827	40	3	8	15	75	827	2,146	2	16	20	62	830
All Other Students	202	2	1	199	23	12	103	52	46	23	27	14	842	199	12	52	23	14	842	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students	167	5	1	161	9	6	64	40	40	25	48	30	838	161	6	40	25	30	838	6,592	7	39	24	29	838
All Other Students	81	3	1	77	15	19	42	55	12	16	8	10	844	78	19	54	15	12	844	7,151	24	51	15	11	845
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	248	8	2	238	24	10	106	45	52	22	56	24	840	239	10	44	22	24	840	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services	1	0	0	1										1						1,784	8	33	30	30	838
All Other Students	247	8	2	237	24	10	106	45	52	22	55	23	840	238	10	45	22	24	840	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan	9	0	0	9										9						513	12	42	25	21	841
All Other Students	239	8	2	229	24	10	103	45	49	21	53	23	840	230	10	45	21	23	840	13,230	16	45	19	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Writing Results

School: Sanford Jr High School
 District: Sanford School Department
 State: Maine
 Code: 1148-1382

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

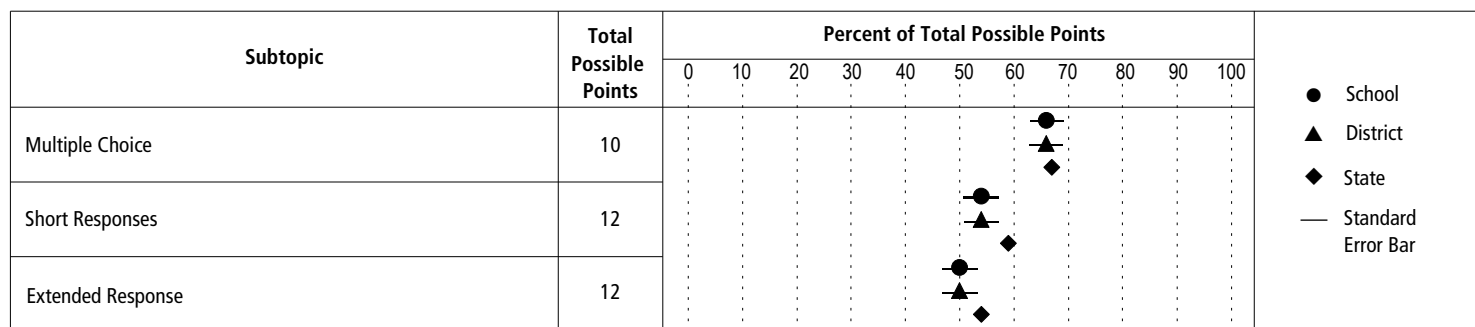
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	216	6	2	208	10	5	79	38	88	42	31	15	837
2011-12	234	7	1	226	2	1	82	36	105	46	37	16	836
2012-13	248	8	5	235	16	7	92	39	90	38	37	16	838
Cumulative Total	698	21	8	669	28	4	253	38	283	42	105	16	837
District													
2010-11	216	6	2	208	10	5	79	38	88	42	31	15	837
2011-12	234	7	1	226	2	1	82	36	105	46	37	16	836
2012-13	250	9	5	236	16	7	92	39	90	38	38	16	838
Cumulative Total	700	22	8	670	28	4	253	38	283	42	106	16	837
State													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
2012-13	14,085	243	146	13,696	1,613	12	6,248	46	4,198	31	1,637	12	841
Cumulative Total	42,850	762	521	41,567	3,611	9	18,696	45	14,552	35	4,708	11	840





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Writing Results

School: Sanford Jr High School
 District: Sanford School Department
 State: Maine
 Code: 1148-1382

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	248	8	5	235	16	7	92	39	90	38	37	16	838	236	7	39	38	16	838	13,696	12	46	31	12	841
Gender																									
Male	132	6	4	122	1	1	26	21	66	54	29	24	834	123	1	21	54	24	834	7,068	6	38	38	18	837
Female	116	2	1	113	15	13	66	58	24	21	8	7	843	113	13	58	21	7	843	6,628	18	54	23	5	844
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	1	2										2						204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						114	5	30	44	21	836
Asian	11	0	0	11	1	9	7	64	3	27	0	0	845	11	9	64	27	0	845	195	16	56	22	6	845
Black or African American	3	0	0	3										3						382	5	37	38	20	836
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	226	8	4	214	15	7	82	38	81	38	36	17	838	215	7	38	38	17	838	12,590	12	46	31	12	841
Two or more races	5	0	0	5										5						204	9	48	28	15	840
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	8	0	1	7										7						352	3	36	39	22	836
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	1	0	0	1										1						44	14	64	20	2	845
All Other Students	239	8	4	227	16	7	88	39	86	38	37	16	838	228	7	39	38	17	838	13,291	12	46	30	12	841
IEP																									
Students with an IEP	46	6	3	37	0	0	2	5	15	41	20	54	828	38	0	5	39	55	828	2,131	1	14	42	43	829
All Other Students	202	2	2	198	16	8	90	45	75	38	17	9	840	198	8	45	38	9	840	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students	167	5	4	158	3	2	54	34	70	44	31	20	836	158	2	34	44	20	836	6,554	5	39	38	18	837
All Other Students	81	3	1	77	13	17	38	49	20	26	6	8	844	78	17	49	26	9	844	7,142	18	51	24	7	844
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	248	8	5	235	16	7	92	39	90	38	37	16	838	236	7	39	38	16	838	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services	1	0	0	1										1						1,773	7	37	40	16	838
All Other Students	247	8	5	234	16	7	91	39	90	38	37	16	838	235	7	39	38	16	838	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan	9	0	0	9										9						511	5	39	40	17	838
All Other Students	239	8	5	226	16	7	91	40	85	38	34	15	839	227	7	40	37	15	839	13,185	12	46	30	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.